

11-26-2007

University of Northern Iowa Faculty Senate Meeting Agenda, November 26, 2007

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UNIVERSITY OF NORTHERN IOWA FACULTY SENATE
Agenda for Meeting of November 26, 2007
3:15 P.M. Seminar Room, Towers Center

CALL TO ORDER

APPROVAL OF MINUTES

Minutes of the November 12, 2007 meeting

ANNOUNCEMENTS

1. Call for Press Identification
2. Comments from Interim Provost Lubker
3. Comments from Faculty Chair, Ira Simet
4. Comments from Chair Licari

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

NEW BUSINESS

Elect Faculty Senate representative to the Public Safety
Advisory Committee - information on committee to be provided by
David Zarifis, Director, UNI Public Safety

ONGOING BUSINESS

CONSIDERATION OF DOCKETED ITEMS

858 Curriculum Package Fall 2007

OTHER DISCUSSION

ADJOURNMENT

SUMMARY OF PROPOSED CURRICULAR CHANGES
NOVEMBER 2007

Proposed New Majors

Biochemistry Major - B.A. degree
Major in Technology - M.S. degree

Proposed New Minors

International Business Minor
International Business Minor (for Non-Business Majors)
Bioinformatics Minor
Nanoscience and Nanotechnology Minor
Gerontology Minor

Proposed Dropped Majors

Major in Computer Science Education - MA degree
Major in Technology, MA
Major in Science Education for Elementary Schools (K-6), MA
Sociology Teaching Major
Russian and East European Studies Major

Proposed Dropped Minors

Sociology Teaching Minor

College	New Majors	Dropped Majors	New Minors	Dropped Minors	New Courses	Dropped Courses
BUS	0	0	2	0	4	4
EDUC	0	0	0	0	1	2
CHFA	0	0	0	0	10	8
CNS	2	3	2	0	31	25
CSBS	0	1	1	1	31	8
INTERDIS.	0	1	0	0	0	0
TOTALS	2	5	5	1	77	47

Curriculum Review Summary: 11/26/07

The curriculum review process includes review and approval at several levels including the departments, college senates, Liberal Arts Core Committee, Council on Teacher Education, Undergraduate Committee on Curricula (UCC), Graduate College Curriculum Committee, and the Graduate Council before review by the University Faculty Senate. The Senate recommends all approved curricular proposals for transmittal to the Board of Regents. New majors are also reviewed by the Iowa Coordinating Council for Post-High School Education prior to being submitted to the Board.

There are several issues that are not noted in the curriculum abstracts that are outlined below:

1. Resounding THANK YOU:
 - a. To all departments, senates, councils and committees.
 - b. Coleen Wagner and Diane Wallace.
 - c. Chad Wittrock – On-line system.
2. Philosophy & Religion: 650:1xx (Money, Sex & Power: Theories of Race, Class and Gender) – new course approved as a capstone course.
3. Modern Languages: changed 780:055 (Oral & Written Spanish) from a 4-hour to a 3-hour course – will be reviewed by CHFA Senate on 12/5. Review by the UCC will follow.
4. School of HPELS: 440:120 (Technology Integration for the HPELS Profession (change/increase hours).
Originally reviewed/discussed at October 10 meeting - approved pending consultation with Computer Science and no unresolved objections]

Computer Science had been consulted but Computer Science is requesting further consultation. Since this course has been approved, it was agreed by all members this course would continue to go forward through the curriculum approval process and consultation would continue between HPELS and Computer Science as needed.
5. Recommendation: the minimum total hours for Bachelor of Arts in Teaching Degree as listed in point A on page 50 of the *UNI 2006-2008 Programs and Courses* university catalog be 120-130 hours. UCC approved the Business Teaching major (within the Department of Management) with 52 hours. At that time the College of Business indicated since mandated free electives had been eliminated effective immediately (per Faculty Senate approval September 24), this restated Business Teaching major would now only require a minimum of 127 hours to graduate (52 hours + 45 hours LAC + 30 hours professional education) rather than 130 hours.
6. Recommendation: the minimum total hours for Bachelor of Music Degree as listed on page 54 of the *UNI 2006-2008 Programs and Courses* university catalog be 127-130 hours. UCC approved the Composition-Theory Major with 79 hours. At that time UCC indicated since mandated free electives had been eliminated

effective immediately (per Faculty Senate approval September 24), this restated Composition-Theory Major would not require 130 hours to graduate.

7. UCC supported inclusion of assessment/outcomes assessment information in the University catalog as noted:

Addition to *Membership and Accreditation* (Page 4 in the 2006-2008 catalog)

The University of Northern Iowa is a member of the American Association of State Colleges and Universities The university is accredited through . . . and School Counseling (M.A.E.)

[added at the end of the current section] UNI is committed to the assessment of student learning for purposes of the ongoing improvement of curriculum, programs, and services offered by the university and for accreditation processes. Assessment of academic programs is managed through the cycle of Academic Program Review, which includes both internal and external review processes. In addition to Academic Program Review, other assessment activities and the collection of data related to student learning outcomes are managed through the resources and leadership of the Office of Academic Assessment and the Office of Institutional Research.

Assessing Student Learning at UNI *(To be placed in the Academic Regulations section of the UNI catalog, preferably at the beginning of this section, p. 37 in the 2006-2008 catalog)*

UNI is committed to the assessment of student learning for purposes of the ongoing improvement of curriculum, programs, and services offered by the university and for accreditation processes. Students, faculty, staff, and administrators all play a role in student learning and all benefit from the creation of useful and meaningful assessment strategies and information.

Assessment activities at UNI are conducted by academic, administrative, and student services departments and units and may take the form of surveys, standardized tests, program evaluation forms, focus groups, student projects, student reflective activities, or any of a variety of other mechanisms. Some assessment instruments are given to specific groups of students; others are given to randomly selected groups of students. Assessments may be administered both inside and outside of the classroom. Some assessments may be voluntary; others may be required.

Assessment-related data are kept confidential for individual students and are released only in aggregate form. Unless the assessment tool is also part of the assignments for a course, student performance in the assessment activity does not affect course grades or progress toward graduation.

Questions about assessment at UNI can be directed to the Office of Academic Assessment and the Office of Institutional Research.

8. Other: Review of curriculum process and suggestions for change and development of a curriculum web site – spring.

Undergraduate Degree Requirements

Communicative Disorders	Management
Computer Information Systems	Management Information Systems
Computer Science	Marketing
Criminology	Mathematics
Earth Science	Mathematics—Applied
Earth Science: Interpretive Naturalist Emphasis	Mathematics—Statistics and Actuarial Science
Economics	Modern Languages Dual Major
English	Movement and Exercise Science
European Studies	Music
Family Services	Philosophy
Finance	Physics
French Studies	Political Communication
General Studies	Political Science
General Studies for Registered Nurses	Psychology
Geography	Public Administration
Geography: Environmental Emphasis	Real Estate
Geology	Russian
Geology: Environmental Science Emphasis	Russian and East European Studies
Gerontology	Social Work
German	Sociology
Graphic Communications	Spanish
Health Promotion	Study of Religion
History	Teaching English to Speakers of Other Languages (TESOL)
Humanities	Technology Education and Training
Individual Studies	Technology Management
Inter-American Studies	Textile and Apparel (TAPP)
Interior Design	Theatre
Leisure, Youth and Human Services	

Minors

Accounting	Finance (for Business and Non-Business Majors)
Accounting - Business	French Studies
American Ethnic Studies	General Business Concepts
Anthropology	Geography
Art	Geology
Asian Studies	German
Astronomy	Graphic Communications
Biology	Health Promotion
Business Communication	History
Chemistry	Humanities
Communication	Instructional Technology
Communication/Journalism	Inter-American Studies
Communication/Public Relations	International Affairs
Comparative Literature	Jazz Studies
Computer Information Systems	Leadership Studies
Computer Science	Leisure Services
Criminology	Marketing
Dance	Mathematics
Earth Science	Media
Economics	Meteorology
Electrical and Electronics Technology (BET)	Military Science
English	Music
Environmental Studies	Natural History Interpretation
Ethics	Philosophy
Family Studies	Physics

Political Science	Speech-Language-Hearing Sciences
Politics and Law	Statistics and Actuarial Science
Portuguese	Teaching English to Speakers of Other Languages (TESOL)
Psychology	Technology Management
Real Estate	Textile and Apparel
Real Estate-Business	Theatre
Religion	Women's and Gender Studies
Russian	Writing
Russian and East European Studies	Youth Services Administration
Sociology	
Spanish	

Bachelor of Arts – Teaching Program Curricula

All candidates on this program will choose one of the following patterns not later than the beginning of the sophomore year.

A. Preparation for teaching in the secondary school or in special subjects.	Semester Hours
Liberal Arts Core	Minimum 45
Professional Education Requirement	32
Major, minor, electives	53
	130
B. Preparation for teaching in the elementary school (kindergarten and grades 1-6).	Semester Hours
Liberal Arts Core	Minimum 45
Professional Education Requirement	33
Major requirements	31-33
Concentration area and electives	24-29
	130-140
C. Preparation for teaching in early childhood education (pre-K through grade 3).	Semester Hours
Liberal Arts Core	Minimum 45
Professional Education Requirement	33
Major requirements	37
Other requirements and electives	15
	130



Undergraduate Degree Requirements

Bachelor of Music Degree Curricula

All candidates for the Bachelor of Music degree will complete a pattern similar to the following:

	Semester Hours
Liberal Arts Core	42
Music requirements (applied, theory, history and literature, conducting, ensembles, recital, composition, electives)	66-82
General electives/professional sequence*	0-36
	<u>130*</u>

The following majors are offered on this degree program:

Composition-Theory — 82 hours

Music Education (teaching) — 66, 67, or 77 hours

Performance (voice, piano, organ, band-orchestral instruments) — 80 hours

*Music Education majors must also complete the Professional Education Requirements (see page 51). The minimum semester-hour requirements vary with the specialization chosen. The Music Education major carries licensure to teach in grades K-6 and 7-12. (A course in human relations is also required for licensure to teach.)

The approval of the faculty, and the Associate Director of the School of Music must be secured before a student is admitted formally to this degree program. All students who have been admitted to the school and wish to pursue a music major curriculum must undertake a common core of required courses during the freshman year. During the second semester of the freshman year, an extensive evaluation of each music major will be conducted. In addition to the entrance audition required of all students who intend to major in music, transfer students are required to take a placement exam in music theory or start with level I in Theory, Aural Training, and Sight Singing. The music faculty will evaluate the performance in these areas to determine School of Music admissibility for each transfer student.

Participation in a performance organization such as band, chorus, orchestra, and other ensembles, is required of all degree students every semester in residence.

(See the School of Music, page 178, for additional information.)

Majors

Composition-Theory

Music Education

Performance

Bachelor of Science Degree Curricula

The Bachelor of Science degree should be elected by those students who are preparing for careers in areas where effective application of knowledge and training requires a higher degree of concentration in subject matter and cognate areas, particularly in advanced-level course work. This degree is especially appropriate for students planning post-baccalaureate study in graduate or professional schools.

Requirements include:

1. a minimum of 56 hours in the subject and cognate areas with:
 - a. at least 36 hours in the subject area;
 - b. at least one 100-level course in cognate areas;
2. the completion of undergraduate research or internship carrying 1-2 semester hours of credit applicable to either the subject or cognate area(s). This project should result in the completion of a written report. The major department must certify to the Registrar that the research requirement has been met before the degree is granted;
3. the completion of the Liberal Arts Core requirements selected from courses included in the six Liberal Arts Core categories.

Since this degree assumes a higher degree of concentration in subject matter, a major leading to this degree will ordinarily require at least eight 100-level semester hours of credit more than an identically-named major leading to a Bachelor of Arts degree, and a minimum of 126 semester hours.

Majors

Air Quality

Applied Physics

Bioinformatics

Biology

Chemistry

Computer Science

Construction Management

Electrical and Information Engineering Technology (EIET)

Geology

Manufacturing Technology

Networking and System Administration

Physics

Bachelor of Liberal Studies Degree

The Bachelor of Liberal Studies (B.L.S.) program is offered by the three Iowa Regents' Universities: University of Northern Iowa, Iowa State University, and the University of Iowa. The purpose of the B.L.S. is to offer educational opportunities to those students who are unable to attend college as full-time, on-campus students. Students may complete the degree at their own pace without attending on-campus courses. Students often use guided independent study and other distance learning opportunities to earn credit.

Admission to the Program. Each student entering the program must have earned:

1. an Associate of Arts degree from an accredited, two-year college, or at least 62 semester hours of college credit acceptable toward graduation at UNI;
2. a minimum 2.00 grade point average.

Total Credit Requirements. A total of at least 120 semester hours of credit, including transferable credit earned, is required for graduation. The total must fulfill the following specifications:

1. 45 semester hours of credit earned at four-year colleges in courses defined as "upper-level" at the colleges in which courses are taken. At the University of Northern Iowa, upper-level courses are those numbered 100 and above;
2. at least 30 hours of credit earned in the junior and/or senior years in courses at UNI. This total may include nonresidence credit.

Liberal Arts Core Requirements. Students must meet the basic undergraduate core requirements as specified and determined by the policies of the degree-granting institution.

Program Distribution Requirements. To insure sufficient breadth of study, each student's program must include, in addition to the credit used to fulfill the Liberal Arts Core requirements previously stated, a minimum of 12 semester hours of credit in each of the three (3) areas selected from the following list. Of the total 36 semester hours of credit applied to fulfill this requirement, 24 semester hours must be in upper-level credits as defined by the institution in which the courses are taken, with at least 12 semester hours of upper-level credits in each of the three areas chosen.

- a) Humanities
- b) Communications and Arts
- c) Natural Sciences and Mathematics
- d) Social Sciences

Hello!!

Subject: Hello!!

From: "Omar Medina" <omar@espint.com>

Date: Thu, 30 Aug 2007 08:57:45 -0500

To: <mohammed.rawwas@uni.edu>

Mr. Rawwas,

I'm writing this email to you from my new job that I got here in Cedar Rapids. I got the position as Global Commodities Manager and I really love what I do. I was fortunate enough to land in the International Business "and" in the supply chain field.

I remember that the first day of class you showed me an email from a former student of yours. I want to re-affirm everything that it was said in that email.

Everything that we talk about in your class currently I'm encountering at work; inventories, air logistics, waterways logistics, land logistics, carrying cost, etc,etc.

I was well prepared with classes like yours and Mr. Spencer's (especially for Supply Chain Majors).

I hope we can keep in contact and keep the way you teach.

Omar Medina

Global Commodities Manager

ESP International

Tel: (319) 393-4310 ext: 1205

omar@espint.com

Subject: Hi Prof. Rawwas!
From: Steve Ertl <Steve.Ertl@chrobinson.com>
Date: Wed, 21 Jun 2006 08:28:38 -0500
To: mohammed.rawwas@uni.edu

Hey there Professor Rawwas:
I know you like getting little e-mails once and a while to see where some of your students went off to...
I currently reside in Kansas City, working for a company called CH Robinson in Kansas City. CH Robinson is a 3rd Party Worldwide Logistics Company. I work in the Produce Dept. dealing with the logistics of getting produce from grower to wholesaler, as well as generating new business (inside sales). It is a very high-energy, fast-paced job, and so far it has been great!

I hope all is well in Cedar Falls, IA. Thanks for all of the valuable information in your classes; "Distribution" class has paid off well!

Take Care,

Steve Ertl
CH Robinson Worldwide, Inc.
Midwest Produce - KC
913.681.6750 Office
913.402.5544 Fax
steve.ertl@chrobinson.com

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CH Robinson Worldwide, 8100 Mitchell Road, Eden Prairie, MN, USA

The Voluntary System of Accountability (VSASM)

Summary and Background Materials

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September 13, 2007
(updated)

The Voluntary System of Accountability (VSASM)

Executive Summary

Through a web reporting template titled *College Portrait*, the Voluntary System of Accountability (VSA) provides consistent, comparable, and transparent information on the undergraduate student experience to key higher education stakeholders, including prospective students and their families, public policy-makers, legislators, and campus faculty and staff. An important goal of the VSA is to improve public understanding of how public colleges and universities operate, and to affirm the significance of the many diverse missions of U.S. higher education.

The VSA project is the result of a partnership between the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC). During spring of 2006, the associations, in consultation with education officials, policy-makers, and academic leaders, outlined a mechanism through which public higher education could become more accountable for student learning and student development while providing additional information to students and families to aid them in the college selection process. The VSA project was funded by a December 2006 Lumina grant. Over 80 higher education leaders from 70 public colleges and universities contributed to the development of the VSA program and data reporting template.

The data elements included in *College Portrait* were identified and evaluated based on input from student/family focus groups, feedback from the higher education community, and research on higher education. The majority of the data elements selected are from currently available data sources with established definitions and reporting conventions. This approach was designed to enhance comparability, transparency, public confidence, and accuracy as well as to minimize the cost and burden on institutions.

During the VSA development process some university leaders expressed interest in including items on the *College Portrait* template to reflect the specialized missions of their institutions as research universities, land-grant universities, urban universities, open admissions universities, etc. The current *College Portrait* template accommodates differences in institutional missions by providing opportunities to add university-specific text and through the numerous "more" links. However, at this time, the template does not include data elements that are specifically customized by institutional mission.

For each VSA participating institution, the *College Portrait* reporting template will be five pages in length and organized into three primary sections: 1) student and family information, 2) student experiences and perceptions, and 3) student learning outcomes.

In August 2007, the VSA Presidential Advisory Committee reviewed the work of the task forces and unanimously recommended to the AASCU and NASULGC Boards that the VSA program be an on-going activity of the two associations. In fall of 2007, the creation and delivery process for the web reporting template will be finalized. During the interim period, details on the VSA project are being widely disseminated to members of AASCU and NASULGC to increase knowledge of the project and to gauge interest in participation.

The AASCU and NASULGC boards will meet in November 2007 and act on the recommendations of the advisory committee, task forces, and work groups. One of the recommendations is the establishment of a VSA Oversight and Governance Board to oversee the growth and development of the VSA, make modifications as needed, and refine the network of rules necessary to maintain its integrity.

The remainder of this document outlines the VSA program as recommended to the AASCU and NASULGC Boards. It contains the following information.

- Overview of the three *College Portrait* sections
- VSA participation guidelines and timetable
- Common questions and answers
- Detailed guide to the *College Portrait* data elements including data sources, reporting timelines, and estimated direct costs. This section also includes a template prototype for "Accountability University" to illustrate how the data elements will be displayed.

Overview of College Portrait

The *College Portrait* reporting template is five pages in length. The data elements are organized into three sections: 1) student and family information, 2) student experiences and perceptions, and 3) student learning outcomes. Following is an overview of each of the sections.

I. Student and Family Information

The data elements in the first three pages of the *College Portrait* template address the question: "*What information would be most helpful to prospective students and their families in deciding which college or university best fits their educational wants and needs?*" Costs of attendance, degree offerings, living arrangements, student characteristics, graduation rates, transfer rates, and post-graduate plans are included.

There are two innovations of particular note – the student success and progress rate and the college cost calculator. The success and progress rate provides a more complete picture of student progress through the higher education system rather than focusing on the graduation rate from only one institution. Such a measure is increasingly valuable as the majority of students now attend more than one institution before they graduate. The college cost calculator is a tool for students and their families to more accurately estimate the net cost of attending a particular institution. Studies have demonstrated that many students, particularly low income students, do not consider attending college because they mistakenly believe the cost of attending is much higher than it actually is.

II. Student Experiences and Perceptions

The second section of *College Portrait* provides a snapshot of student experiences and activities and their perceptions of a particular college or university by reporting the results from one of four student engagement surveys. Links to other institutional evaluations of campus life are also provided in the top text box.

Institutions will select one of four student surveys to conduct at its campus and report results within six specified constructs that academic research has shown to be correlated with greater student learning and development: group learning, active learning, experiences with diverse groups of people and ideas, student satisfaction, institution commitment to student learning and success, and student interaction with faculty and staff. Under each of the six constructs, student responses to specific questions will be reported to maintain rough comparability across survey instruments.

III. Student Learning Outcomes

The third section of the *College Portrait* template reports evidence of student learning in two ways. At the top of the page, institutions provide a description of how they evaluate student learning. This description includes links to institution-specific outcomes data such as program assessments and professional licensure exams.

The second method is a VSA pilot project designed to measure student learning gains in critical thinking (including analytic reasoning) and written communication. An institution will select from one of three instruments to measure these broad cognitive skills. The skills are measured at the institution level across all academic disciplines and are intended to be comparable across institution types. It is a pilot project since many public institutions have not previously measured these broad cognitive skills at the institutional level and then analyzed the results to report learning outcomes in this manner.

Results are described on *College Portrait* template in two ways: as the learning gains between the freshman and senior years (or the value-added component); and as the actual average test scores for freshmen and seniors.

Learning gains or value-added scores reflect the difference between the actual and expected scores of graduating and entering students, taking into account the academic ability of the students. Each of the three testing organizations will use the same method to compute and characterize their learning gains or value-added scores for VSA purposes: *Well Above Expected*, *Above Expected*, *At Expected*, *Below Expected*, and *Well Below Expected*.

The reporting of the actual average scores demonstrates whether the average score of the seniors is higher than the average score of the freshmen. Since the range of scores varies across the three instruments, their results do not allow for direct comparisons between instruments.

Since the measurement of student learning at the institutional level is not widespread, many institutions will need a period of time to find the best methods of administration and to determine how to use the test results to improve their educational programs before making the results of the outcomes tests public. For a period of four years, institutions may choose not to publicly report test results. After the four-year period is concluded, institutions will report and update the results at least once every three years.

Voluntary System of Accountability (VSASM)

Guidelines for Participation¹

Overall

- 1) Generate the *College Portrait* template using the tools and specifications provided. Display the resulting template on the institution website without altering its form or content.
- 2) Include the *College Portrait/VSA* icon on the institution home page or no more than one click away from the home page on another appropriate page (e.g., admissions page).

Reporting of Student and Family Information

- 3) Report data that is available through the Common Data Set (CDS) and Integrated Postsecondary Education Data System (IPEDS) within three months of becoming a VSA participant.
- 4) Link to supplemental information as required by the VSA program including out-of-state tuition costs, listings of undergraduate, and graduate degree programs, and the Clery Report on campus crime statistics within three months of becoming a VSA participant.
- 5) Add text descriptions of institution mission, the campus community, and campus safety. Select what type of institutional information will be linked using "community" buttons and "MORE" links.

Measurement and Reporting of Undergraduate Success and Progress Rates

- 6) Submit enrollment and graduation data to the National Student Clearinghouse. If the institution has not been submitting enrollment and graduation data to the Clearinghouse, submit back files from Fall 2001 to the present within six months of becoming a VSA participant.
- 7) Utilize Clearinghouse StudentTracker tool to report the Student Success and Progress Rates on the template within one year of becoming a VSA participant.
- 8) Link to the detailed success and progress tables generated by the Clearinghouse as part of the VSA program within one year of becoming a VSA participant.

College Cost Calculator

- 9) Include a link on *College Portrait* to the college cost calculator provided as part of VSA or link to another tool to estimate net costs for prospective students based on a student's individual circumstances.

¹Participation requirements based on decisions of the VSA President's Advisory Committee meeting of August 1, 2007

Future Plans of Bachelor's Degree Recipients

- 10) Administer a common survey question provided by the VSA to graduating seniors using an appropriate delivery method (e.g., add the question to an existing senior survey, incorporate into application for degree process, etc)
- 11) Report the survey results on the College Portrait template no later than two years after becoming a VSA participant and update results at least every three years.
- 12) Provide a link to information on the survey question administration, sample, and response rate.

Measurement and Reporting of Student Experiences and Perceptions

- 13) Link to institution-specific data on the student experience within three months.
- 14) Administer either the CSEQ, CSS, NSSE or UCUES survey to a random sample of seniors as soon as feasible.
- 15) Report the survey results on the College Portrait template no later than two years after becoming a VSA participant and update results at least every three years.
- 16) Provide a link to information on the survey administration, sample, and response rate.

Measurement and Reporting of Student Learning Outcomes

- 17) Link to institution-specific learning outcomes data within three months. The choice of what data to report is at the institution's discretion and may include reports on program assessments, employer satisfaction with graduates, licensing exam pass rates, etc.
- 18) As soon as feasible begin trial measurement of student learning gains using either the CAAP critical thinking and writing essay components, MAPP scores for the critical thinking and written communication, or the CLA instrument to random samples of freshmen and seniors following the directions of the test maker in selecting the sample. (Optional: Institutions may chose to measure student learning gains for incoming transfer students and seniors who entered as transfers)
- 19) Report student learning gains on the template no more than four years after becoming a VSA participant and update results at least every three years.
- 20) Provide a link to information on the test administration, sample, and response rate.

Participation Options

An institution may withdraw from VSA participation at any time if it chooses not to report the data elements outlined within the specified timetable. For example, if an institution decides not to report CSEQ, CSS, NSSE, or UCUES by the end of the second year of participation or CAAP, CLA or MAPP results by the end of the fourth year of participation, the institution may withdraw at that time.

VSA Reporting Timetable for College Portrait Data Elements

	Within Three Months	Within Six Months	Within One Year	Within Two Years	Within Four Years
Student and Family Info					
CDS/IPEDS data	X				
Supplemental data links	X				
Text and Links	X				
Success/Progress Rate					
Data to Clearinghouse		X			
Report rate			X		
Link to detail tables			X		
Link to College Cost Calculator	X				
Report <i>Future Plans</i> Survey Results				X	
Student Experiences and Perceptions					
Link to institution-specific data		X			
Report results of CSEQ, CSS, NSSE or UCUES				X	
Student Learning Outcomes					
Link to institution-specific data		X			
Report results of CAAP, CLA, or MAPP					X

Voluntary System of Accountability (VSASM)

Common Questions and Answers

What is the difference between VSASM and *College Portrait*?

The Voluntary System of AccountabilitySM, or VSA, is a program to provide greater accountability by public institutions through accessible, transparent, and comparable information and is jointly sponsored by the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC). *College Portrait* is the name of the web template designed specifically to communicate the VSA accountability data to the public.

Who is the intended audience for *College Portrait*?

The primary audience for *College Portrait* is prospective students and their families. There are two secondary audiences: 1) governing board members, legislators, policy-makers, and education agency administrators and 2) institutional faculty and staff.

How will *College Portrait* help prospective students?

College Portrait is a source of basic information about colleges and institutions presented in a common format using established data definitions and data collection conventions. It is not intended to be a marketing tool for institutions nor is it intended to be encyclopedic, but a trustworthy source of standard data. Institutions will continue to market themselves to students, and students will continue to visit campuses and to access college websites to understand the nuances of individual institutions.

How will *College Portrait* serve governing board members, legislators, policy-makers, and education agency administrators?

College Portrait has been designed to meet the needs of prospective students and their parents – an important constituency for board members, legislators, and agency administrators. A system that meets the needs of a key constituency group is in turn valuable to public officials. *College Portrait* responds to calls for accessible, transparent, and comparable data that have been voiced by legislators and other policy makers, particularly the public reporting of student learning outcomes.

How will *College Portrait* serve faculty and staff?

The data contained in the *College Portrait* will help to build a shared understanding of the institution on a broad scale. Faculty and staff often have detailed knowledge of what is happening in their own program or department but are less familiar with overall view of the institution. Through the consistent and comparable information displayed on *College Portrait*, faculty and staff will not only have a better understanding of their own institution but how it compares to other colleges and universities.

The sections on student engagement and learning outcomes will allow faculty and staff to gain additional knowledge on student learning and student development at their institution. In particular, the learning outcomes results provide information on students' high level cognitive skills such as critical thinking, analytic reasoning, and written communication; skills highly desired by employers and graduate schools. Used in conjunction with disciplinary assessments of content knowledge, the measurement of higher level skills provides insight into overall

student learning gains at an institution. The use of similar instruments and methodologies by the VSA across institutions allow faculty and staff to compare how their institution's students perform as compared to other institutions with similar student populations. Thus, faculty and staff can begin to determine whether curricular or other change is needed to improve the ability of their students to succeed as employees or in graduate studies.

Can my institution revise *College Portrait* to better portray our strengths?

In short, no. For the template to serve its national purpose of providing transparent information in a common format, the template must be identical across all participating institutions. However, the template provides a number of opportunities for an institution to tell its distinctive story. For example, several text blocks can be used to describe the institution and nine information buttons can be customized to link to topics that the institution believes will be helpful to students. The MORE links by many of the data elements can lead students to any information the institution believes appropriate – from catalog copy to admissions and financial aid applications to film clips. The MORE links also provide an opportunity for institutions to expand on information presented in the template.

Why is there no place on *College Portrait* to describe my institution's graduate and professional programs, research accomplishments, business incubator, patents granted, outreach efforts or other key initiatives?

The information provided in the *College Portrait* is designed to assist prospective undergraduate students in their college search, so the content is focused on undergraduate education and the environment in which undergraduate education is delivered. However, the template does provide opportunities through the MORE links, the information buttons, and the text description to highlight other types of information if an institution wishes to do so.

When can an institution adopt VSA and put *College Portrait* on their website?

AASCU and NASULGC member institutions can declare their intention to participate in the VSA program during fall of 2007. At their regular meetings in November of 2007, the NASULGC and AASCU Boards will make their final recommendations on the support of VSA as a continuing program. After that decision, institutions can officially become VSA participants. The data entry template for the *College Portrait* will be available by the first of December and participating institutions may start to display the *College Portrait* on their websites at that time. Some sections of the template will not be fully populated with data at first. Institutions will continue to add data to the template consistent with the VSA participation and reporting schedule.

If an institution does not elect to become a VSA participant now, will it have the opportunity to join VSA in the future?

Enrollment for VSA will remain open. Anytime after November 20, 2007, an institution may officially elect to participate in VSA.

When will an institution be permitted to withdraw from VSA?

An institution may withdraw from VSA participation at any time.

What is the fee for participation in VSA by an AASCU/NASULGC member institution?

At present, there is no fee for participation in the VSA program. Development costs have been covered by a grant from Lumina Foundation and in-kind contributions by member institutions and the two associations. External funding is currently being sought to cover the cost of the first

two years of VSA operation. After that period, it is likely that a small fee will be assessed to cover the continuing cost of VSA.

My institution is not a member of AASCU or NASULGC. May we become a VSA participant?

Not at this time. One of the first agenda items for the VSA Governing Board will be to discuss this question and to decide the conditions, if any, in which nonmembers may participate.

How will students find our *College Portrait* web page?

Each participating institution is asked to place the *College Portrait* icon (see prototype below) on their home page or on a logically alternate web page such as the admissions page. In addition, NASULGC and AASCU will maintain a VSA website with a current listing of participating institutions and active links to their *College Portrait* web page.



Is there a central web site and search engine that can be used to search across the *College Portrait* pages of all VSA participants?

No. The *College Portrait* web pages will be hosted on individual institution websites not centralized in one location.

How much will it cost an institution to gather the data that is reported on the template?

Most of the items on the template are drawn from currently available data sources (e.g., Common Data Set or IPEDS) so there is no additional cost to an institution.

Direct Costs: There are four items included in the VSA that have potential direct costs for the institution: compiling the success and progress rate data, collecting data on the future plans of bachelor's degree recipients, measuring student engagement, and measuring learning outcomes.

- The data for the success and progress rate comes from the National Student Clearinghouse and the cost is dependent upon the type of services that an institution contracts with the Clearinghouse to provide. The annual cost ranges from \$0 to \$3,000 for an institution with an enrollment of 30,000 students (both graduate and undergraduate). Data on student success and progress must be updated annually.
- The cost for the student engagement surveys range from \$4,800 to \$15,500 at an institution with 20,000 undergraduates. Data on student engagement must be updated at least once every three years.
- The cost for the learning outcomes instruments range from \$6,200 to \$10,200. Data on learning outcomes must be updated at least once every three years

Thus, the direct costs over a three-year period for the three activities listed above would average approximately \$4,000 to \$12,000 per year for an institution of 30,000 students. The figures assume ongoing participation in the Clearinghouse and measurement of student engagement and learning outcomes every third year.

- The data for the future plans of bachelor's degree recipient comes from a single question that will be administered to graduating seniors. The direct cost is depends on how an institution administers the question (e.g., add the question to an existing senior survey or include the question as part of the application to degree process. Data on future plans must be updated at least once every three years, so the survey administration costs would not necessarily be incurred every year.

Indirect Costs: Indirect costs include the time and effort of institutional personnel to compile the data and administer the testing/survey instruments as well as incentives used to encourage students to participate in the testing. The personnel costs may be an internal reallocation of resources representing an opportunity cost to the institution, but not necessarily an additional cost. The costs of student incentives vary substantially by institution. Some institutions have paid students from \$30 to over \$100 to take learning outcomes tests; others have given priority in course enrollment, passes to concerts and bookstore discounts; yet others have integrated the exams into freshmen survey and senior capstone courses to minimize costs and increase participation.

How were the components of *College Portrait* selected?

Over 80 higher education leaders from 70 public institutions were involved in the development of the VSA program. Seven task forces made up of presidents, provosts, student affairs officers, institutional research officers, and faculty members and headed by a member institution president worked over an 8-month period to identify and evaluate potential data elements. The task forces were aided by focus groups, feedback from the higher education community, researchers, and the research literature in designing VSA. At the end of the process, a Presidential Advisory Committee composed of current and former presidents reviewed the work of the task forces and made final decisions about the components included in VSA.

How will the *College Portrait* template be revised in the future?

The NASULGC and AACSB Boards will establish an oversight and governance process (probably in the form of a specialized Board) for VSA. That oversight and governance board will regularly review VSA components and determine whether items should be added, modified, deleted, or revised.

Who will monitor or audit the data that is posted as part of the VSA *College Portrait*?

Each institution is responsible for the accuracy of the information that is reported as part of the VSA. The VSA program is designed to be as transparent as possible, using established data sources that are routinely published and providing details on collection methods and reporting conventions. This transparency makes it less likely that inaccurate or misleading data will be reported.

Why is the measurement of learning outcomes called a "pilot project?"

Public institutions have not previously measured student learning outcomes on a large scale as recommended by the VSA. Given the lack of previous experience and limited knowledge, there are some in the academy with significant reservations about the utility of learning outcomes measurement. To give institutions adequate opportunities to become familiar with administration of outcomes testing and to determine how they might benefit from it, the VSA program permits participating institutions to take up to four years to conduct trial tests of learning outcomes measurement before they have to make a decision to publish test results.

If an institution determines at the end of the four years that their trial administrations of learning outcomes tests have not produced useful results, the institution may withdraw from VSA at that time without ever publicly reporting results of the tests. A decision to withdraw from VSA after conducting trial administrations of learning outcome measurements will be judged to reflect a good faith effort at measuring core learning outcomes.

The additional academic research on these measures that will occur during the next four years plus the collective experience of VSA participants with their trial administrations of these measures will add significantly to our knowledge about the tests. At the end of the first four years of VSA, the collective evidence amassed during this pilot effort should assure the public that we have been responsive to the request to thoroughly examine the use of outcome measures. The permanent VSA oversight board will continuously review new findings about learning outcomes testing and shape VSA based on this knowledge.

Will the results from one of the three learning outcomes tests be the only evidence about learning outcomes in *College Portrait*?

No. Institutions have the immediate and continuing opportunity to provide other evidence on learning gains such as program assessment reports, employer satisfaction with graduates, graduate school admissions success, licensing test results, etc.

Which of the three learning outcomes test options should my institution use?

The choice of the learning outcomes instrument is left up to the institution. By November, descriptions of each of the three tests as well as materials provided by the test developers will be posted to a VSA website. These materials may help institution with the decision.

Which of the four student engagement measures should my institution use?

This decision is left up to the institution's discretion. By November, descriptions of each of the four surveys will be posted to a VSA website. These materials may help institution with the decision.

How will participation in VSA be used by regional accreditation agencies in the periodic reaccreditation?

A letter dated September 21, 2006, written on behalf the six regional accrediting agencies and reproduced below, addressed this point, saying in part:

"The regional accrediting commissions have all changed their accreditation standards to require that institutions engage in assessment of student learning and use the results of that assessment to continuously improve the quality of education offered by those institutions... The regional accreditors believe that the decisions about appropriate common assessment strategies are best made by institutions. The regional accreditors will certainly accept assessment strategies and data developed for purposes of the VSA project as part of an overall evidentiary portfolio when participating institutions undergo accreditation review."

COUNCIL OF REGIONAL ACCREDITING COMMISSIONS

September 21, 2006

Middle States
Commission on Higher
Education

The Commission on
Institutions of Higher
Education,
New England Association
of Schools and Colleges

Higher Learning
Commission of
the North Central
Association of
Colleges and Schools

Northwest Commission
on Colleges and
Universities

Commission on
Colleges of the Southern
Association of Colleges
and Schools

Accrediting Commission
for Community and
Junior Colleges,
Western Association of
Schools and Colleges

Accrediting Commission
for Senior Colleges and
Universities,
Western Association of
Schools and Colleges

David E. Shulenburg
Vice President for Academic Affairs
NASULGC, A Public Universities Association
1307 New York Avenue, Suite 400
Washington, D.C. 20005-4722

Dear Dr. Shulenburg:

The Council of Regional Accrediting Commissions appreciated the opportunity to discuss with you the NASULGC and AASCU paper, "Toward a Public Universities and Colleges Voluntary System of Accountability for Undergraduate Education (VSA)", at our meeting of September 9, 2006. The regional accreditors recognize that the ideas and plans in the report represent a significant commitment by public higher education institutions to improve the information available to students and other institutional stakeholders. We commend NASULGC and AASCU for initiating this work and hope, with you, that it is successful in demonstrating that there are valid and reliable common measures of student learning that can be used across similar institutions.

Accreditors examine information about student learning as part of the comprehensive evaluation of an institution. The regional accrediting commissions have all changed their accreditation standards to require that institutions engage in assessment of student learning and use the results of that assessment to continuously improve the quality of education offered by those institutions. However, the regional accreditors have not required specific assessment methodologies or instruments. Rather, we have asked each institution to identify meaningful assessment strategies in the context of its institutional mission and programs.

The regional accreditors believe that the decisions about appropriate common assessment strategies are best made by institutions. The regional accreditors will certainly accept assessment strategies and data developed for purposes of the VSA project as part of an overall evidentiary portfolio when participating institutions undergo accreditation reviews.

The Council of Regional Accrediting Commissions will appreciate a continuing dialogue with NASULGC and AASCU as this innovative project develops. Once again, thank you for the opportunity to discuss this project and best wishes to all of you engaged in it.

Sincerely,



Barbara A. Beno, Ph.D.
Chair

Detailed Description of College Portrait Data Elements

Following is a guide to the data elements contained in the College Portrait reporting template. For each page or section of the template, a description of the data elements including sources, reporting timelines, and estimated direct costs is followed by the corresponding page of the prototype template of "Accountability University." Each of the data elements on the prototype template is labeled with a red letter that matches the element description on the proceeding page.

PAGE ONE DATA ELEMENTS

A. Institution Name, Contact Information, Logo, Text Description

- **Data Source(s):** Institution provides information
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs

B. Student Characteristics

- **Data Source(s):** Common Data Set (CDS) <http://www.commondataset.org/>
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs, the data are already collected and reported for other purposes

C. Undergraduate Success and Progress Rate

- **Data Source(s):** The National Student Clearinghouse
<http://www.studentclearinghouse.org/colleges/default.htm>
- **Reporting Timeline:** If not currently doing so, institutions begin to send enrollment and graduation data to Clearinghouse within six months of becoming a VSA participant. Institutions report success and progress rates as part of template within one year of becoming VSA participant.
- **Estimated Direct Costs:** Annual cost is dependent on the level of participation in Clearinghouse services and the total fall enrollment. The amount per student enrolled at each level is: 10 cents, 5 cents, or 0 cents. For example, at an institution with a fall enrollment of 15,000 students, the annual cost could be \$1,500 or \$750 or \$0.

D. Retention of First-Time, Full-Time Students

- **Data Source(s):** <http://www.commondataset.org/>
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs, the data are already collected and reported for other purposes

Accountability University

Washington, DC • 202.478.6043 • www.AccountabilityU.edu

NOTE: All data on "Accountability University" are fabricated.

Text box for institutions to add description of campus (100 words)

NOTE: Most data in the first two pages of the template originate from existing data sources (Common Data Set, IPEDS)

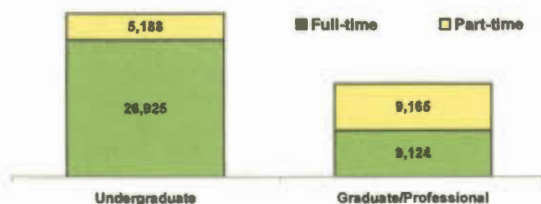
Student Characteristics (Fall 2006)

[More](#)

TOTAL NUMBER OF STUDENTS

50,402

Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total

32,113

Gender

Women	17,158	53%
Men	14,955	47%

Race/Ethnicity

African American / Black	1,483	5%
American Indian / Alaskan Native	284	1%
Asian / Pacific Islander	3,048	9%
Hispanic	652	2%
International	588	2%
White	24,616	77%
Race/Ethnicity Unknown	1,442	4%

Geographic Distribution

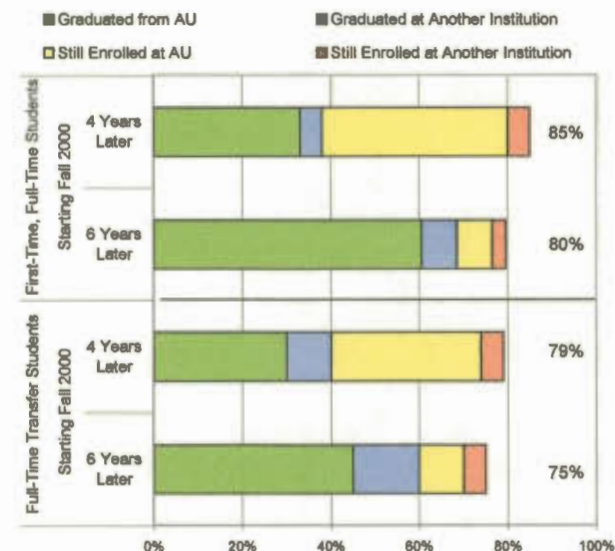
<institution's state>	22,950	71%
Other US	8,575	27%
Other Countries	588	2%

Age

Average Age	21
Percent of Undergraduates Age 25 or Older	11%

Undergraduate Success & Progress Rate

[More](#)



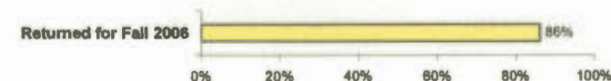
A 85% four-year success and progress rate means that 85% of students starting in Fall 2000 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2000 entering class shown in the graph above.

- 4865 First-Time, Full-Time Students
- 2500 Full-Time Transfer Students

For Detailed Success & Progress Rate Tables [CLICK HERE](#)

Retention of Fall 2005 First-Time, Full-time Students



COLLEGE PORTRAIT

A VOLUNTARY SYSTEM OF ACCOUNTABILITY
(VSASM)

ONE OF THE STRENGTHS OF U.S. HIGHER EDUCATION IS THE BROAD RANGE OF DIVERSE INSTITUTIONS, EACH WITH ITS OWN DISTINCTIVE MISSION. COLLEGE STUDENTS HAVE THE OPPORTUNITY TO SELECT THE INSTITUTION THAT IS THE BEST MATCH FOR THEIR INTERESTS, ABILITIES, AND GOALS. WE PRESENT THIS INFORMATION TO HELP STUDENTS AND THEIR FAMILIES BETTER UNDERSTAND HOW COLLEGES ARE ALIKE IN SOME WAYS, DIFFERENT IN OTHERS. THE ITEMS IN THE COLLEGE PORTRAIT WERE SELECTED BASED ON RECOMMENDATIONS FROM MANY FOCUS GROUPS AS WELL AS EXPERTS IN HIGHER EDUCATION. WHILE THESE ITEMS WILL GIVE YOU VALUABLE INSIGHT INTO COLLEGE LIFE, THEY WILL NOT CAPTURE THE FULL RANGE AND RICHNESS OF THE EXPERIENCE. WE ENCOURAGE YOU TO CHECK OUT COLLEGE WEB SITES AND VISIT CAMPUSES TO GET A MORE COMPLETE PICTURE OF THE OPPORTUNITIES AVAILABLE TO YOU.

PAGE TWO DATA ELEMENTS

E. Cost of Attendance and Financial Aid

- **Data Source(s):** Common Data Set (CDS) <http://www.commondataset.org/> and Integrated Postsecondary Education Data System (IPEDS) <http://nces.ed.gov/ipeds/>.
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs, the data are already collected and reported for other purposes

F. College Cost Calculator (behind green button)

- **Data Source(s):** Link to calculator developed for VSA participants; institutionally developed calculator or set of cost tables
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs to utilize calculator developed for VSA participants, other costs are dependent upon option selected by institution.

G. Undergraduate Admissions

- **Data Source(s):** Common Data Set (CDS) <http://www.commondataset.org/>
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs, the data are already collected and reported for other purposes

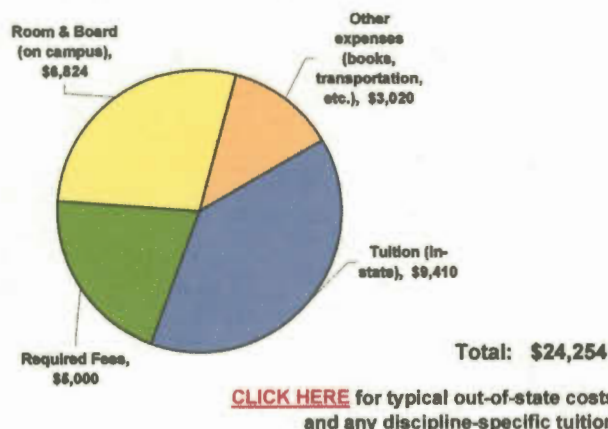
H. Degrees and Areas of Study

- **Data Source(s):** Common Data Set (CDS) <http://www.commondataset.org/>
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs, the data are already collected and reported for other purposes

Costs of Attendance and Financial Aid

[More](#)

Typical Undergraduate Cost per Year without Financial Aid (Full-Time, In-State Students)



The cost to attend AU varies based on the individual circumstances of students and may be reduced through grants and scholarships.

[CLICK HERE](#)

To get a cost estimate for students like you!

Financial Aid Awarded to Undergraduates

Overall Financial Aid

- 93% of Fall 2005 full-time undergraduates received financial aid of some type (including loans); their average financial aid award for the year was \$12,162.

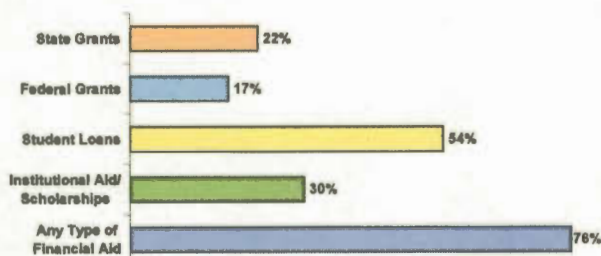
Family Income-Based Aid

- 70% of Fall 2005 full-time undergraduates received family income-based grants or scholarships; their average award for the year was \$7,596.

Loans

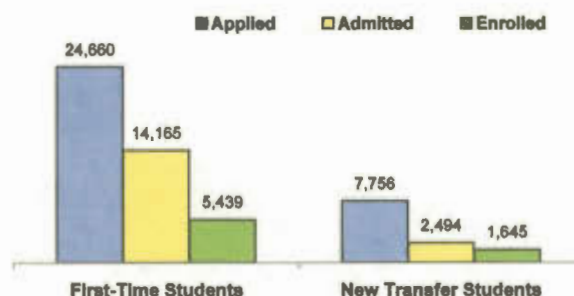
- 62% of Fall 2005 full-time undergraduates received loans (not including parent loans); their average loan amount for the year was \$5,922.

Percent of Fall 2005 First-Time Students Receiving Each Type of Financial Aid



NOTE: Students may receive aid from more than one source.

Undergraduate Admissions

[More](#)


Test(s) Required for Admission:

SAT or ACT

50% of admitted students have test scores in the following ranges. 25% have scores above and 25% have scores below.

Middle 50% of Score Range	ACT	SAT
Combined Score	23-28	1120-1360
Math	23-28	580-690
English	21-28	
Critical Reading		540-670

Percent in top 25% of High School Graduating Class	77%
Percent in top 50% of High School Graduating Class	97%
Average High School GPA (4-point scale)	3.00

Degrees and Areas of Study

[More](#)

Degrees Awarded at AU in 2005-06

Bachelor's	6,319
Master's	2,962
Doctoral	751
Professional (e.g., Law, Medicine)	785
Total	10,817

Areas of Study at AU with Largest Number of Undergraduate Degrees Awarded

Social sciences	13%
Business/marketing	12%
Engineering	9%
Psychology	7%
Biological/life sciences	7%
All other degree areas	52%
Total	100%

For a list of undergraduate and graduate programs

[CLICK HERE](#)

COLLEGE PORTRAIT

A VOLUNTARY SYSTEM OF ACCOUNTABILITY
(VSASM)

VSA TEMPLATE - WORKING DRAFT

08/29/07 - VERSION 11

PAGE THREE DATA ELEMENTS

I. The <AU> Community Text Box Description

- **Data Source(s):** Institution provides information
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs

J. Institution Choice Buttons

- **Data Source(s):** Institution selects topic for each of the nine buttons and links to the appropriate source
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs

K. Study at <AU>

- **Data Source(s):** Common Data Set (CDS) <http://www.commondataset.org/>
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs, the data are already collected and reported for other purposes

L. Carnegie Classifications

- **Data Source(s):** The Carnegie Classifications of Institutions of Higher Education <http://www.carnegiefoundation.org/classifications/index.asp>
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs

M. Student Housing

- **Data Source(s):** Common Data Set (CDS) <http://www.commondataset.org/>
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs, the data are already collected and reported for other purposes

N. Campus Safety

- **Data Source(s):** Institution provides information in text box and links to Clery Report
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs

O. Future Plans of Bachelor's Degree Recipients

- **Data Source(s):** Common survey question administered by institution during spring term
- **Reporting Timeline:** Within 2 years of becoming a VSA participant.
- **Estimated Direct Costs:** Dependent on how question is administered, e.g., added to existing surveys

The AU Community

[More](#)

Institution Text Box (100 words) to highlight campus

Institution Choice

e.g. Study Abroad

Institution Choice

e.g. Housing Options

Institution Choice

e.g. Student Organizations

Institution Choice

e.g. Learning Communities

Institution Choice

e.g. Info for Adult Students

Institution Choice

e.g. Outreach

Institution Choice

e.g. Extension Programs

Institution Choice

e.g. Student Growth

Institution Choice

e.g. Athletics

Study at AU

[More](#)

Classroom Environment

Students per Faculty	15 to 1
Undergraduate classes with fewer than 30 students	69%
Undergraduate classes with fewer than 50 students	84%

Instructional Faculty

Total Full-time Instructional Faculty	1,991
% Women Faculty	31%
% Faculty from Minority Groups	13%
% Faculty with Highest Degree	69%

Carnegie Classification of Institutional Characteristics

[More](#)

Basic Type

Research University with very high research activity

Size and Setting

Large four-year, primarily nonresidential

Enrollment Profile

Majority undergraduate

Undergraduate Profile

Full-time four-year, more selective, higher transfer-in

Undergraduate Instructional Program

Balanced arts & sciences/professions, high graduate coexistence

Graduate Instructional Program

Comprehensive doctoral with medical/veterinary

NOTE:

Institutional classifications based on the Carnegie 2005 edition.

[CLICK HERE](#) for more information on the Carnegie Classification system.

Student Housing

[More](#)

78% of new freshmen live on campus

31% of all undergraduates live on campus

Campus Safety

[More](#)

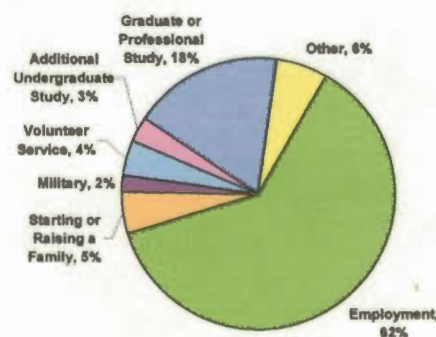
Institution Text Box (50 words)

[CLICK HERE](#) for Campus Crime Statistics Reports

Future Plans of 2005-06

[More](#)

Bachelor's Degree Recipients



[CLICK HERE](#) for information on survey administration, sample, and response rate.

COLLEGE PORTRAIT

A VOLUNTARY SYSTEM OF ACCOUNTABILITY (VSASM)

PAGE FOUR DATA ELEMENTS

P. Text Box and Links

- **Data Source(s):** Institution links to evaluations/assessments of student experiences on campus
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs

Q. Survey Results

- **Data Source(s):** One of the following four surveys:
 1. College Student Experiences Questionnaire (CSEQ) http://www.indiana.edu/~cseq/cseq_generalinfo.htm
 2. College Senior Survey (CSS) from the Cooperative Institutional Research Program (CIRP) <http://www.gseis.ucla.edu/heri/cssoverview.php>
 3. National Survey of Student Engagement (NSSE) <http://nsse.iub.edu/index.cfm>
 4. University of California Undergraduate Experience Survey (UCUES) <http://www.universityofcalifornia.edu/studentsurvey/>
- **Administration Protocol:** Survey administered to a random sample of seniors at least once every three years
- **Reporting Timeline:** Within three years of becoming a VSA participant; updated at least every three years
- **Estimated Direct Costs:** Costs to administer surveys vary based on institutional enrollment, number of students surveyed, and services provided by the survey organization. For VSA purposes, the costs would be incurred every three years. Cost estimates are given below for illustrative purposes only. Institutions should contact the survey organizations for exact costs and administration options.

Scenario 1: Online survey administration, invitations/reminders sent by survey organization. Institution has an undergraduate enrollment of 10,000, invitations to participate sent to senior class of 2,000 with 800 respondents.

CSEQ:	\$6,500
CSS:	\$2,900
NSSE:	\$6,300 (includes administration of survey to a first-year student sample)
UCUES:	Contact the University of California, Office of the President for administration and pricing

Scenario 2: Online survey administration, invitations/reminders sent by survey organization. Institution has an undergraduate enrollment of 20,000, invitations to participate sent to senior class of 5,000 with 2,000 respondents.

CSEQ:	\$15,500
CSS:	\$4,800
NSSE:	\$7,800 (includes administration of survey to a first-year student sample)
UCUES:	Contact the University of California, Office of the President for administration and pricing

Note: The College Portrait example for "Accountability University" includes examples using all four survey instruments. An institution will select and report the results of only one instrument.

Student Experiences and Perceptions

[More](#)

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful. Examples of how AU evaluates the experiences of its students can be found by [CLICKING HERE](#).

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2005-06 College Student Experiences Questionnaire (CSEQ). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for CSEQ comparison data.

Group Learning Experiences

xx% of seniors participated with other students and faculty members outside of class.
xx% of seniors worked on class assignments and projects with other students.
xx% of seniors managed or provided leadership for a club or organization.

Active Learning Experiences

%% of seniors spend at least 6 hours per week outside of class on academic activities.
xx% of seniors worked with a faculty member on a research project.
xx% of seniors worked on an off-campus committee, organization, or project.
xx% of seniors applied material learned in class to other areas such as jobs or internships.

Experiences with Diverse Groups of People and Ideas

xx% of seniors had discussions with students from a different country than their own.
xx% of seniors had discussions with students whose philosophy of life and personal values were very different from their own.
xx% of seniors had discussions with students whose race or ethnic background was different than their own.

Student Satisfaction

xx% of seniors would attend the same university again if they started over.
xx% of seniors found campus staff to be helpful, considerate or flexible.

Institutional Commitment to Student Learning and Success

xx% of seniors discussed career plans with a faculty member.
xx% of seniors discussed academic programs and requirements with a faculty member.
xx% of seniors used a learning lab or center to improve skills
xx% of seniors talked with a faculty or staff member about personal concerns.
xx% of seniors report working harder than they thought they could to meet an instructor's standards or expectations.

Student Interaction with Campus Faculty and Staff

xx% of seniors worked harder after receiving feedback from an instructor.
xx% of seniors participated in discussions with other students and faculty members outside of class.
xx% of seniors discussed ideas for class assignments, term papers, or projects, with a faculty member.
xx% of seniors requested feedback from instructors about academic performance
xx% of seniors discussed grades, make-up work, assignments, with the instructor.

COLLEGE PORTRAITA VOLUNTARY SYSTEM OF ACCOUNTABILITY
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Student Experiences and Perceptions

[More](#)

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful. Examples of how AU evaluates the experiences of its students can be found by [CLICKING HERE](#).

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected questions from the 2005-06 College Senior Survey (CSS) from the Cooperative Institutional Research Program (CIRP). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of AU seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for CSS national comparison data.

Group Learning Experiences

xx% of seniors have discussed course content with students outside of class.

xx% of seniors have studied with other students.

xx% of seniors spent one hour or more per week in student clubs/groups.

Active Learning Experiences

xx% of seniors spend at least 6 hours per week studying and doing homework.

xx% of seniors report challenging a professor's ideas in class.

xx% of seniors have participated in an internship program.

xx% of seniors have participated in an independent study program.

xx% of seniors have performed community service as a part of the class.

xx% of seniors have participated in a study abroad program.

xx% of seniors report professors provided them with an opportunity to work on a research project.

xx% of seniors report they had an opportunity to apply classroom learning to "real-life" issues.

Student Satisfaction

xx% of seniors are satisfied with overall college experience.

xx% of seniors are satisfied with overall quality of instruction.

xx% of seniors state they would choose to enroll at this college again.

xx% of seniors are satisfied with the overall sense of community among students.

Institutional Commitment to Student Learning and Success

xx% of seniors are satisfied with tutoring or other academic assistance.

xx% of seniors are satisfied with academic advising.

xx% of seniors are satisfied with career counseling and advising.

Student Interaction with Campus Faculty and Staff

xx% of seniors are satisfied with the amount of contact with faculty.

xx% of seniors report they had an opportunity to discuss coursework outside of class.

xx% of seniors are satisfied with their ability to find a faculty or staff mentor.

Experiences with Diverse Groups of People and Ideas

xx% of seniors indicated they socialized with someone of another racial/ethnic group.

xx% of seniors indicated they often had meaningful and honest discussions about race/ethnic relations outside of class.

xx% of seniors stated that their knowledge of people from different races/cultures is stronger since entering college.

xx% of seniors stated that their ability to get along with people of different races/cultures is stronger since entering college.

COLLEGE PORTRAIT

A VOLUNTARY SYSTEM OF ACCOUNTABILITY
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Student Experiences and Perceptions

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Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful. Examples of how AU evaluates the experiences of its students can be found by [CLICKING HERE](#).

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected questions from the 2005-06 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of AU seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for NSSE national comparison data.

Group Learning Experiences

xx% of seniors worked with classmates on a group project.
 xx% of seniors tutored or taught other students.
 xx% of seniors spend at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports.

Active Learning Experiences

xx% of seniors made at least one class presentation last year.
 xx% of seniors spend at least 6 hours per week preparing for class.
 xx% of seniors worked on a research project with a faculty member.
 xx% of seniors participated in an internship, practicum, or field experience.
 xx% of seniors participated in study abroad.
 xx% of seniors participated in community service or volunteer work.

Experiences with Diverse Groups of People and Ideas

xx% of seniors report that they often try to understand someone else's point of view.
 xx% of seniors report their experience at AU contributed to their understanding people of other racial and ethnic backgrounds.
 xx% of seniors often have serious conversations with students of a different race or ethnicity.

Student Satisfaction

xx% of seniors would attend AU if they started over again.
 xx% of seniors rate their entire educational experience as good or excellent.
 xx% of seniors report that other students are friendly or supportive.

Institutional Commitment to Student Learning and Success

xx% of seniors believe AU provides support for student success.
 xx% of seniors rate the quality of academic advising at AU as good or excellent.
 xx% of seniors report that AU provides help in coping with work, family and other responsibilities.
 xx% of seniors report working harder than they thought they could to meet an instructor's standards or expectations.

Student Interaction with Campus Faculty and Staff

xx% of seniors believe that the campus staff are helpful, considerate, or flexible.
 xx% of seniors believe that faculty are available, helpful, or sympathetic.
 xx% of seniors report that faculty members provide prompt feedback on their academic performance.
 xx% of seniors discuss readings or ideas with faculty members outside of class.

COLLEGE PORTRAIT

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Student Experiences and Perceptions

[More](#)

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful. Examples of how AU evaluates the experiences of its students can be found by [CLICKING HERE](#).

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected questions from the 2005-06 University of California Undergraduate Experience Survey (UCUES). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of AU seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for comparison data.

Group Learning Experiences

xx% of seniors work outside of class on class projects or study with classmates.
 xx% of seniors spend one or more hours a week participating in student organizations or clubs.
 xx% of seniors reporting serving as an officer or leader in a campus organization or club.
 xx% of seniors help a classmate better understand course material.

Active Learning Experiences

xx% of seniors report making class presentations.
 xx% of seniors spend at least 6 hours per week studying and other academic activities outside of class.
 xx% of seniors have enrolled in at least one service learning course.
 xx% of seniors have enrolled in at least one independent research project.
 xx% of seniors have participated in a study abroad program.
 xx% of seniors have participated in an internship.
 xx% of seniors have assisted faculty with research.

Experiences with Diverse Groups of People and Ideas

xx% of seniors rate their ability to appreciate, tolerate, understand racial and ethnic diversity as good or better.
 xx% of seniors rate their ability to appreciate cultural and global diversity as good or better.
 xx% of seniors rate their ability to understand their own racial and ethnic identity as very good or excellent.
 xx% of seniors rate their ability to understand racial and ethnic differences or issues as very good or excellent.

Student Satisfaction

xx% of seniors are at least somewhat satisfied with the value of their education for the price they paid.
 xx% of seniors are at least somewhat satisfied with their overall academic experience.
 xx% of seniors would chose to attend this institution again.
 xx% of seniors report that their campus has a strong commitment to undergraduate education.

Institutional Commitment to Student Learning and Success

xx% of seniors are at least somewhat satisfied with advising by faculty on academic matters.
 xx% of seniors are at least somewhat satisfied with advising by college staff on academic matters.
 xx% of seniors are at least somewhat satisfied with availability of courses needed for graduation.
 xx% of seniors report raising their standards for acceptable effort due to the high standards of a faculty member.

Student Interaction with Campus Faculty and Staff

xx% of seniors sought academic help from an instructor or tutor.
 xx% of seniors talked with an instructor outside of class about course material.
 xx% of seniors worked with a faculty member on a campus activity other than coursework.

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PAGE FIVE DATA ELEMENTS

R. Text Box and Links

- **Data Source(s):** Institution description of student learning initiatives on campus and links to student outcomes data such as program assessment reports, employer satisfaction surveys, graduate school admission rates, and licensing test results.
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs

S. Results of Pilot Project

- **Data Source(s):** One of the following three instruments:
 1. **Collegiate Assessment of Academic Proficiency (CAAP)** – two modules: critical thinking and writing essay <http://www.act.org/caap/>
 2. **Collegiate Learning Assessment (CLA)** – complete test including performance tasks, analytic writing tasks http://www.cae.org/content/pro_collegiate.htm
 3. **Measure of Academic Proficiency and Progress (MAPP)** – two sub scores of the test: critical thinking and written communication <http://www.ets.org/>
- **Administration Protocol:** One test administered in manner consistent with testing organization recommendations at least once every three years
- **Reporting Timeline:** Within four years of becoming a VSA participant; updated at least every three years
- **Estimated Direct Costs:** Costs to administer tests vary based on the number of students surveyed and services provided by the testing organization. For VSA purposes, the costs would be incurred every three years. Cost estimates given below follow the sample size recommendations of the testing organizations to report institutional level scores. The costs are for illustrative purposes only and institutions should contact the testing organizations for exact costs and administration options. The costs do not include any participation incentives distributed by an institution or oversampling to obtain scores for specific subgroups.
 1. **CAAP** (200 students each in fall and in spring): \$10,200
 2. **CLA** (100 students each in fall and in spring): \$6,500
 3. **MAPP** (200 students each in fall and in spring): \$6,200

Note: The College Portrait example for "Accountability University" includes sample pages for all three testing instruments. An institution will select and report the results of only one instrument.

Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

AU's approach to measuring student learning is as follows:

Institution text block (100 words)

Includes link to other assessment initiatives and post graduation success examples.

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the AU results from the College Assessment of Academic Proficiency (CAAP). The CAAP measures critical thinking and written communication using two test modules – critical thinking and a writing essay.

[CLICK HERE](#) for a description of the test modules.

[CLICK HERE](#) for information on test administration, the test sample, and the response rate.

Learning Gains Between Freshman Year and Senior Year

Critical Thinking

The increase in learning for the critical thinking module was *<what would be expected>* at an institution with students of similar academic abilities.

Writing Essay

The increase in learning for the writing essay was *<what would be expected>* at an institution with students of similar academic abilities.

Average Institutional Scores

	Freshman Score	Senior Score
Critical Thinking	44	65
Writing Essay	38	57

CAAP Score Range: 20 to 80

COLLEGE PORTRAIT

A VOLUNTARY SYSTEM OF ACCOUNTABILITY
(VSASM)

Reporting Notes

Optional: Report Learning Gains Between Entering Transfer Students and Senior Transfer Students

Options for text in <brackets >:

- > well above what would be expected;
- > above what would be expected;
- > what would be expected
- > below what would be expected
- > well below what would be expected

If <below or well below expected> add text below:

AU is examining the factors that may have contributed to the test results. More information on the evaluation and subsequent actions can be found by [CLICKING HERE](#).

Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

AU's approach to measuring student learning is as follows:

Institution text block (100 words)

Includes link to other assessment initiatives and post graduation success examples.

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one three tests. Following are the AU 2006-2007 results from the Collegiate Learning Assessment (CLA). Such general skills are applicable and useful for both career and personal success and are important outcomes of college regardless of a student's major. The CLA measures critical thinking, analytic reasoning and written communication using two different tasks – a performance task and an analytic writing task.

[CLICK HERE](#) for a description and example the performance task and the analytic writing task.

[CLICK HERE](#) for information on test administration, the sample, and the response rate.

Learning Gains Between Freshman Year and Senior Year

Performance Task

The increase in learning on the performance task was *<what would be expected>* at an institution with students of similar academic abilities.

Analytic Writing Task

The increase in learning on the analytic writing task was *<what would be expected>* at an institution with students of similar academic abilities.

Average Institutional Scores

	Freshman Score	Senior Score
Performance Task	1003	1050
Analytic Writing Task	1021	1102

CLA Score Range: 400 to 1600

COLLEGE PORTRAIT

A VOLUNTARY SYSTEM OF ACCOUNTABILITY
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Reporting Notes

Optional: Report Learning Gains Between Entering Transfer Students and Senior Transfer Students

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- > well below what would be expected

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Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

AU's approach to measuring student learning is as follows:

Institution text block (100 words)

Includes link to other assessment initiatives and post graduation success examples.

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the AU 2006-2007 results from the Measure of Academic Proficiency and Progress (MAPP). The MAPP measures critical thinking, analytic reasoning, and written communication and reports separate scores on critical thinking and written communication.

[CLICK HERE](#) for a description of the test.

[CLICK HERE](#) for information on test administration, the test sample, and the response rate.

Learning Gains Between Freshman Year and Senior Year

Critical Thinking

The increase in learning for critical thinking was *<what would be expected>* at an institution with students of similar academic abilities.

Written Communication

The increase in learning for written communication was *<what would be expected>* at an institution with students of similar academic abilities.

Average Institutional Scores

	Freshman Score	Senior Score
Critical Thinking	112	121
Written Communication	108	118

MAPP Score Range: 100 to 130

COLLEGE PORTRAIT

A VOLUNTARY SYSTEM OF ACCOUNTABILITY
(VSASM)

Reporting Notes

Optional: Report Learning Gains Between Entering Transfer Students and Senior Transfer Students

Options for text in <brackets >:

- > well above what would be expected;
- > above what would be expected;
- > what would be expected
- > below what would be expected
- > well below what would be expected

If <below or well below expected> add text below:

AU is examining the factors that may have contributed to the test results. More information on the evaluation and subsequent actions can be found by [CLICKING HERE](#).

Voluntary System of Accountability (VSASM)

Acknowledgements

Lumina Foundation for Education

Higher Education Community

VSA monitors

AASCU Council of Presidents
AASCU Academic Affairs
NASULGC Council on Academic Affairs
NASULGC Council of Presidents
AAU Data Exchange
ACE

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Meeting Hosts

California State University, Office of the President
University of Colorado at Denver and Health Sciences Center
University of South Carolina

Organizations

ACT
College Student Experiences Questionnaire Research Program (CSEQ)
Council for Aid to Education (CAE)
ETS
Higher Education Research Institute, Cooperative Institutional Research Program (CIRP)
National Survey of Student Engagement (NSSE)

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